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ABSTRACT

This report is the result of the 1969-70 High School Geography Project (HSGP) fields trials which had as their purpose the evaluation of three teacher kits entitled, "Using Simulation to Involve Students," "Using Media to Stimulate Inquiry," and "Using Evaluation to Improve Instruction." Each kit has an Instructor's Guide, a Participants' Manual, a video tape, and additional a handouts and media. The 64 instructors in 34 states were selected from volunteers for the trials. Groups of 16 instructors represented inservice programs, social studies methods classes, and geography methods classes. An additional group of 16 social studies methods instructors did not use the kits and served as a control group. The 64 instructors had approximately 1,400 participants. This report provides guidance for revision of the kits. It is based on responses to questionnaires and an attitude scale administered to instructors and participants at the conclusion of each kit. In addition, instructors answered a series of questions to determine the likelihood of their using the kits. Scales and questionnaire data, generally favorable, are summarized in the report. Control group data will be incorporated in later report. (Author/DJB)

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EVALUATION REPORT

HSGP Teacher Education Kits

June, 1970

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Introduction

The 1969-70 HSGP field trials had as their purpose the evaluation of three teacher education kits entitled, "Using Simulation to Involve Students," "Using Media to Stimulate Inquiry," and "Using Evaluation to Improve Instruction." Each kit has an Instructor's Guide, a Participant's Manual, and a video tape. Additional handouts and media are included with two of the kits.

Sixty-four instructors, representing 34 different states, were selected from volunteers for the trials. Groups of sixteen instructors represented inservice programs, social studies methods classes, and geography methods classes. An additional group of sixteen social studies methods instructors did not use the kits and served as a control group. The sixty-four instructors had approximately 1400 participants.

This report provides guidance for revision of the kits. It is based on responses to questionnaires and attitude scales administered to instructors and participants at the conclusion of each kit. The same attitude scale was used for both instructors and participants. In addition, instructors answered a series of questions to determine the liklihood that they would use the kits if they were available in the future. Information from these scales and questionnaires is summarized in the last part of this report. Control group data will be incorporated in a subsequent research report.

The purpose of the Simulation Kit is improvement of participant knowledge about and interest in simulations so they are used more often and more effectively in the classroom. The kit consists of the following four parts:

1. Participating in a factory location simulation.
2. Analyzing a simulation through reading and class discussion.
3. Clarifying the role of the teacher with video tapes.
4. Comparing the first simulation with another shown on video tape.

The Media-Inquiry Kit is expected to make participants more positive about utilizing a variety of media in their teaching. They should also be able to use the discrepant data technique for stimulating inquiry in their teaching. This kit includes the following parts:

1. Participating in an inquiry exercise about socio-economic differences.
2. Clarifying the discrepant data teaching procedure.
3. Participating in a second inquiry exercise using slides of cities.
4. Clarifying the role of the teacher with video tapes.
5. Applying the discrepant data inquiry procedure in new situations.

The Evaluation Kit intends to make participants more positive about using evaluation data to improve their instructional procedures. They should also be more effective in measuring student attitudes and preparing test questions. The following elements make up the kit:

1. Participating in an educational game.
2. Identifying objectives in the game experience.
3. Analyzing instruments for evaluating the attainment of objectives.
4. Completing a programmed exercise on feedback evaluation.
5. Constructing an evaluation instrument.

Conclusions from the Data

Instructors and participants (college students and high school teachers) are very positive about the kits. Clearly, the strongest feature of the kits is the high degree of interest they generate among participants. Instructors and participants also agreed that the kits deal with significant topics. About 75% of the instructors believe that the kits are more effective than the regular materials they use. Almost 50% say the kits are "much more effective." There was agreement, too, that instructors and participants learned more from these kits than from other educational courses or workshops. Finally, there was agreement that the kits should be used in social studies methods classes. More than 90% of the instructors plan to use the kits again.

An even more positive response might be anticipated if three steps were taken to improve the kits. Since the video tapes were not very well received compared to other features of the kits, they could be made an optional feature. Another point made evident by the tryouts is the lack of opportunities to apply what is learned in the kits. The fact that more

application opportunities are needed suggests that more time should be provided for each of the kits. Most instructors felt rushed in accomplishing the purposes of existing kits.

Recommendations for the Simulation Kit

1. Keep the factory location simulation as the initial exercise in the kit. Both participants and instructors felt this was an extremely effective way to begin the kit.

2. Replace the Metfab video tape with participation in an educational game. Comments indicated that participants and instructors would like experience with a wider range of simulations and games than the one provided.

3. Expand the "analysis of a simulation" to include the analysis of gaming as a teaching strategy. A comparison can be made between simulations and games as educational experiences.

4. Re-write the application section. Since the present application is dependent on a video tape, it will have to be deleted or made optional. It should be replaced with several new application exercises.

Recommendations for the Media-Inquiry Kit

1. Divide this kit into two separate kits. Instructors and participants felt the organization of the kit was one of its weakest features. This is probably the result of trying to combine two separate topics that are not inherently related.

2. The media kit should emphasize more media than those now included. For example, experience with a construction device such as Portsville might be added. The almost exclusively geographic media could be made optional. In general, social studies classes do not enjoy working with, or see the purpose of, such a medium as stereograms.

3. The inquiry kit should include additional strategies for stimulating inquiry besides discrepant data. A number of additional approaches to inquiry are implicit in HSGP materials and materials from other innovative projects.

Recommendations for the Evaluation Kit

1. Comments indicate that the evaluation kit is far too lengthy for the time allotted. In view of the high interest in the subject, there should be two kits on evaluation. One would treat cognitive objectives and their evaluation, and the second would treat affective objectives and their evaluation.

2. Since the application part of this kit is dependent on the video tape, new applications will have to be devised.

3. The programmed learning section should be deleted, shortened, or made optional. Participants felt this exercise to be one of the weak parts of the kit.

4. An attempt should be made to emphasize active participant involvement in developing, administering, and taking a variety of evaluation devices.

Partial Summary of Teacher Education Kits Evaluation Data

As mentioned earlier, instructors and participants were asked to respond to a number of statements. A 5 was given to "strongly agree" responses; a 4 to "agree"; a 3 to "neutral"; a 2 to "disagree"; and a 1 to "strongly disagree" responses. Means were then obtained for each group of instructors and participants. These are included below. The following are key statements.

A. Compared to other courses or workshops this kit (simulation) is quite interesting.

B. Compared to other courses or workshops this kit (inquiry-media) is quite interesting.

C. Compared to other courses or workshops this kit (evaluation) is quite interesting.

D. This kit (simulation) should be used in the basic social studies methods course.

E. This kit (inquiry-media) should be used in the basic social studies methods course.

F. This kit (evaluation) should be used in the basic social studies methods course.

G. A major strength of these kits is the significant topics they deal with.

H. A major strength of these kits is the effective use they make of video tapes.

I. I have learned more from these kits than from other educational courses or workshops.

	Statements*								
	A	B	C	D	E	F	G	H	I
Social studies instructors	4.50	4.25	4.38	4.38	4.25	4.56	4.00	2.73	3.88
Social studies participants	3.87	3.59	3.79	3.81	3.51	3.69	3.30	3.18	3.34
Geography instructors	4.44	4.56	4.56	4.13	4.33	4.13	4.06	2.69	3.56
Geography participants	4.05	3.68	3.99	3.71	3.66	3.73	3.56	2.84	3.56
Inservice instructors	4.56	4.56	4.69	4.25	4.44	4.50	4.38	3.50	4.38
Inservice participants	3.97	4.02	4.17	3.74	3.77	3.95	3.67	3.25	3.77
Total instructors	4.50	4.46	4.54	4.25	4.34	4.40	4.15	2.97	3.94
Total participants	3.96	3.76	3.98	3.75	3.65	3.79	3.51	3.09	3.56

Compared to what would normally take place in this methods course or inservice workshop, how effective was this kit? (all instructors)

	Simulation	Inquiry-Media	Evaluation
Much less effective	-	2%	-
Somewhat less effective	2%	6%	4%
As effective	29%	21%	15%
Somewhat more effective	27%	23%	25%
Much more effective	42%	48%	56%

Will you use this kit again in your methods or inservice class? (all instructors)

Yes	92%	94%	92%
No	-	2%	2%
Uncertain	8%	4%	6%

Would this kit be useful in a general methods class? (all instructors)

Yes	90%	85%	90%
No	6%	-	-
Uncertain	4%	15%	10%

*Numbers represent group means